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ABSTRACT

This curriculum was designed to be used by trainers responsible for the preservice education of school psychologists and special educators or as a continuing education or self-study guide for individuals wishing to increase their understanding of transition planning and its relationship to assessment. The curriculum is organized around 12 learning outcomes which are cross-referenced in sections covering the following topics: (1) transition planning: legal mandates, limitations; (2) linkage between assessment and transition planning; (3) transdisciplinary vocational assessment (TVA); (4) TVA domains and techniques; (5) vocational/career development theory; (6) TVA and students with disabilities; (7) transition planning: best practices; (8) goal development and program evaluation in transition planning; and (9) case studies. Appendices include a list of transition scales (including the complete Living Skills Checklist), a list of test publishers/distributors, a case study analysis guide, sample case study analyses, and a pretest on assessment and transition planning. Contains 31 references as well as a professional bibliography of approximately 550 items, a brief annotated bibliography, and a list of additional resources and organizations. (DB)

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Assessment and Transition Planning: A Curriculum for School Psychologists and Special Educators

John E. Brandt, M.S.Ed., NCSP
University of New England
Transition Training Project
Biddeford, Maine 04005

June, 1994

This document was prepared as part of the University of New England's Transition Training Project, funded by Maine's Committee on Transition, through its federal School-to-Community Transition Systems Change Project for Youth with Disabilities

1994, University of New England

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Foreword:

The transition of youth from school to post-school activities has always concered educators. However, for the past decade there has been increasing concern that students with disabilities have had a particularly difficult time with this process. Numerous studies and report have concluded that the post-school outcomes for students with disabilities have been poor and that the resulting unemployment and inadequate transition of these students has led to an increased burden on society (Gajar, et al., 1993).

Transiton was first discussed by Secretary of Education, Madeline Will in 1983 as a "bridge between the security and structure offered by the school and the opportunities and risks of adult life" (Will, 1983). Will's concerns were eventually addressed legislatively and language was included in a later revision (1990) of the federal laws regulating special education to require schools to provide transition service to students with disabilities.

The state of Maine recognized the needs of youth with disabilities and created a statewide Committee on Transition (COT) in 1986. The mission of Maine's Committee on Transition was "*To create opportunities for youth with disabilities to pursue their dreams.*" Maine's COT sought and received federal funding creating the School-to-Community Transition Systems Change Project for Youth with Disabilities. Part of this funding was used as discretionary grants to organizations providing personnel training. The University of New England Transition Training Project, funded by this project, was developed in response to the recognition that few school psychologists[1] and assessment specialists were knowledgeable of transition. The UNE-TTP began with a formal needs assessment disseminated to school psychologists and special education assessment specialists responsible for services to Maine's secondary students with disabilities. This study, conducted in the fall of 1993, found that 7% of the sample felt that they were adequately trained in the area of assessment and transition planning. The results also suggested that there were a significant number of professionals who believed they needed additional training in assessment. As predicted, one area of serious deficiency was vocational assessment. Only 5.8% of the 86 participants indicated that they had adequate training in this area. As an additional finding, the study revealed that there were only six individuals in the state of Maine certified by the Department of Education as vocational evaluators.

In an attempt to rectify this problem a series of one-day workshops were provided to school psychologists and special education assessment specialists during January 1994. The six-hour program focused on the linkage between assessment and transition planning with a specific concentration on vocational assessment. The workshop training featured Edward M. Levinson, Ed.D. who also served as a consultant to the project. Much of the information presented in the workshops came from Dr. Levinson's experience as a school psychologist and trained vocational assessment specialist. His recent book, Transdisciplinary Vocational Assessment: Issues in School-Based Programs and chapters volume one and two of Best Practices in School Psychology contain much of this information. This curriculum covers much of the material presented during the workshops, as well as additional information.

I would like to thank Dr. Levinson for his contributions to this document and for his general support of my research in the area of transition planning. Additional thanks goes to Dr. Michael Beaudoin, Dean of the University of New England's College of Professional and Continuing Studies, and to Judi Robie and Joanie MacKenzie, the CPCS office staff, for their support. Richard Abramson, the leadership and staff of the Maine

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[1] It is noted that the term "school psychologist" is restricted in the state of Maine and that the educational certification is called "school psychological service provider." The term school psychologist is used generically throughout this document and is meant to include all persons meeting the training criteria of the National Association of School Psychologists and those certified as school psychological service providers in Maine.

Association of Directors of Services for Children with Exceptionalities (MADSEC) are thanked for their guidance and help. Thanks are extended to Larry Glantz, Wendy Allen and the office staff of the Maine Transition Project from their technical assistance and support. Finally, I would like to thank the members of my advisory committee for their support and guidance throughout this process. The advisory committee members were: Richard Abramson, Roy Bishop, Mark Fairman, Hank Read, Judy LaForge, Janice LaChance, Barbara Radmore, Brandy St. Pierre, Joe Lessard, Mark Steege, Richard Balser.

JEB
Biddeford, Maine

Introduction:

This program was primarily designed to be used by trainers responsible for the pre-service education of school psychologists and special educators. In addition, the curriculum may be used as a continuing education/self-study guide for professionals already in the field and for individuals from allied fields who wish to increase their understanding of transition planning and its relationship to assessment.

Each section is cross referenced with learning outcomes stated in next section. For those individuals using these materials as a refresher, the learning outcomes may be considered a guide. A brief pre-test is included in the appendix.

Included within this curriculum are numerous references to two books: Transdisciplinary Vocational Assessment: Issues in School-Based Programs by Edward M. Levinson and Life Beyond the Classroom: Transition Strategies for Young People with Disabilities by Paul Wehman. While not specifically required, instructors and learners are encouraged to read these text thoroughly. Two additional works are also strongly recommended: Integrating Transition Planning Into the IEP Process by Lynda West and colleagues (West, et al., 1992) and Secondary Schools and Beyond: Transition of Individuals with Mild Disabilities by Anna Gajar and colleagues (Gajar, et al., 1993). Additional references, a comprehensive bibliography and resource guide are included in the appendices.

For those trainers using these materials for instruction, it may prove useful to follow the course of study in the manner outlined above. Specific activities are included which will help in providing a multi-dimensional approach to learning.

As a self-study guide, this program would be best used if completed as part of a group-study effort. While individual study is useful, much more can be gained if the learner engages in discussion with members of a study group. Specific "group-study" activities are included at the end of the curriculum. Numerous references are made throughout the curriculum which may be used for ancillary reading and class discussion.

Case studies are included with the curriculum to add to the learners' understanding. However, like all learning in the social sciences, instruction is incomplete without real-life experience. Individuals participating in this program are encouraged to seek a supervised work setting or practicum experience before attempting to carry out the skills associated with this program. Completion of this program does not in any way mean that the learner is proficient in vocational assessment.

It is assumed that persons completing this program have previously acquired knowledge in the assessment and measurement of human behavior. Learners are expected to understand the limitations of performance-based assessment and understand the concepts of reliability, validity, standardization and norm-referenced v. criterion-referenced testing. Typically this requires training at the graduate level with both formal coursework and practicum

experience. Persons using these instructional materials who do not meet these baseline assumptions are encouraged to enroll into a formal graduate program before continuing further.

LEARNING OUTCOMES:

The following learning outcomes are provided as a guide to the instructor and learner. They represent the specific goals of the UNE Transition Training Project but are hardly an exhaustive list. Transition planning represents a extensive list of services and activities which can be provided by a multitude of individuals. These learning outcomes detail those most closely related to the assessment of individuals with disabilities while touching on many ancillary issues.

A. The learner will understand the legal elements of transition planning (Section 1)

B. The learner will recognize the importance of beginning the transition planning process early (Section 1)

C. The learner will understand the importance of student, parent and family input into the transition assessment and planning process (section 1)

D. The learner will understand the important elements of transition planning and why assessment is a fundamental part of the process (Section 2)

E. The learner will understand the purpose and importance of Transdisciplinary Vocational Assessment (TVA) in transition planning (Section 3)

F. The learner will understand the differences between Phase I, Phase II and Phase III assessments (Section 3)

G. The learner will recognize the important components of TVA (Sections 3-4)

H. The learner will understand the importance of assessing the student's social skills and adaptive behavior, and the importance these in job retention (Sections 4-5-6)

I. The learner will understand how TVA is used with students with disabilities (Section 6)

J. The learner will recognize how to use curriculum-based measurement and anecdotal information in TVA (Section 7)

K. The learner will understand how triennial review information can be complied and used in transition planning (Section 7)

L. The learner will be able to translate TVA results into appropriate transition planning objectives (Sections 8-9)

Section 1: Transition Planning: Legal Mandates, Limitations

Many concerned professionals have suggested that all educational services become more accountable and outcome driven. Many states have begun various performance-based measures to determine the success of their educational programs. David Hornbeck, a Baltimore-based education consultant and a senior advisor to the National Center on Education and the Economy argues that "we need to move to a system that is outcome-based, that is consequence-driven, that is site-managed, that gives considerable emphasis to professional development..."(Kober, 1993).

Within the special education culture outcomes have perhaps been more clearly articulated. Special education laws have required individualized planning and goal setting for nearly twenty years. However the vast majority of planning has been directed toward academic goals and not behavioral goals that ensure success in the "real world" following formal schooling. To this end we have not been very successful with many students. For the special education population, this has been a disaster.

According to the President's Committee on the Employment of the Handicapped, only 21% of disabled persons become fully employed following formal schooling. Forty percent of this population will be underemployed and work at or below the poverty level and 26% will be on welfare. A similar study by Rusch and Phelps (1987) reports that 67% of the disabled Americans between the ages of 16 and 64 were not working.

A recent national study (Wagner, 1991) on the transition of special education students revealed some disturbing facts. According to the authors, 32% of the students with disabilities leaving school in one two-year period did so by dropping-out. These statistics were highest for students identified as having serious emotional disturbances. In terms of employment following school, the authors indicated that 46% of the disabled youth were reported to be employed compared to 59% for non-disabled youth. Wagner (1991) also found that youths who were employed during their last years of school, and who took vocational education in the last year of their high school careers, fared best in post-secondary employment. For this reason transition plans that incorporate a work-study approach are preferred

Historically, vocational opportunities for the disabled have been a concern. The problem became noticeable after World War I when thousands of American returned with a variety of physical disabilities (Rusch, et al., 1987). This prompted Congress to pass the first Vocational Rehabilitation Act in 1918. Contained within this legislation were provisions for translation services for blind individuals. It was not until 1943 that an amendment to the Vocational Rehabilitation Act authorized rehabilitation services to persons with mental disabilities.

Rusch (1987) notes that the first attempts at vocational rehabilitation for disabled youth took place during the 1950's in the form of "work-study" programs.

In the 1960's the Civil Rights movement generated interest in special education and vocational rehabilitation in the form of the 1964 Civil Rights Act. By the mid 1970's most states had adopted legislation requiring special education for students with educational disabilities. The landmark Education for Handicapped Children's Act (PL: 94-142) created the federal mandate that all disabled children had a right to a "free and appropriate public education.

Separate legislation in the form of the Vocational Education Act of 1963 (with amendments in 1968 and 1976) and the Carl D. Perkins Vocational Education Act of 1984 created and expanded vocational training opportunities for youth who were identified as "handicapped or disadvantaged." Much of the emphasis of the early legislation was focused on individuals with severe disabilities.

It was not until the 1983 amendments to PL:94-142[2] that attempts were made to merge special education and vocational rehabilitation services. With this act, the Office of Special Education and Rehabilitative Services (OSERS) was created and "authorized to expend monies intended to strengthen and coordinate education, training, and related services, thereby assisting youth in the transition to post-secondary education, competitive employment, or adult services" (Rusch, 1987, p. 489).

Most recently, amendments to the federal laws regulating special education services have included the requirements that disabled students be given access to "transitional services." Public Law: 101-476 - The Individuals With Disabilities Act, requires that a statement of needed transitional services be included in the Individual Education Programs (IEP) of all students with disabilities age 16 and older, and, to the extent appropriate, in the IEP's of students with disabilities aged 14 and younger. This definition typically refers to the transition from school to the "world of work" but also refers to community living situation or advanced training and education. Transition services are defined as:

> "...a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities including post-secondary education, vocational training, integrated employment (including supported employment), continuing education and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and

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[2] The 1983 amendment was actually an Amendment to the "Educational of the Handicapped Act Amendment of 1973 (EHA) PL-98-199).

functional vocational evaluation" (Congressional Record, 1990, PL: 101-476--October 30, 1990, Sect. 101 (d).)

According to these regulations, the multi-disciplinary team that writes the IEP (in Maine this is called the Pupil Evaluation Team - PET) is required to review each student's IEP in terms of "instruction, community experience, development of employment and other post-school adult living objectives" (O'Leary & Paulson, 1991). Transition services may include special education services or related services, including transportation. Additional provisions of IDEA require that the PET (or team developing the student's IEP) identify what, if any, responsibilities public or private agencies have to provide "linkage" to the student.

The most serious limitation of the process of transition planning is regarding this linkage of students with providers of services to adults with disabilities. While federal and state laws mandate special education services for all students with disabilities, no similar mandate exists for programs for adults with disabilities. In essence this means that services for adults with disabilities are voluntary in nature.

Several state agencies are responsible for these services (e.g., Bureau of Mental Retardation, Department of Vocational Rehabilitation). Few students identified as having special educational needs are "picked up" by state agencies serving disabled populations at the time the student leaves school. Historically, only students with significant needs (e.g., physical and sensory disabilities, mental retardation, serious emotional disturbances) have been successful in accessing services beyond school. Several communities in Maine have developed transition teams which have succeeded in developing "cooperative agreements" with these state agencies. Unfortunately, these agreements do not assure that funding and staff will be available. Gajar and colleagues (1993) note that collaborative and cooperative statements among agencies are often "nonfunctional." They state, "differences in agency philosophy, methods, requirements, 'turf,' funding, purpose and the interactions among characteristics of and the vast number of involved agencies and advocacy groups precludes collaborative success" (Gajar, 1993, p 90).

The IDEA rules require schools to take certain steps in cases where agencies fail to provide transition services. These rules state that the "(school) shall, as soon as possible, initiate a meeting for the purpose of identifying alternative strategies to meet the transition objectives and, if necessary, revising the student's IEP." The meaning of this is unclear and the Department of Education has yet to define what "alternative strategies" means (Committee on Transition, January, 1993).

It is therefore advisable that parents and students with disabilities contact these agencies early in the transition process to establish what criteria are used by the agency for enrollment in the program. It is also advisable to insist that the student's name be placed on the "waiting list" as decision about future funding may be based upon these numbers.

It is also important that PETs and schools begin the transition planning process early in the student's career, preferably age 13 to 14. As noted above, students with disabilities, especially those with serious emotional disturbance and learning disabilities frequently drop-out of school before completion. Most students who choose not to complete school drop out between age 15 and 17. Waiting until age 16 to begin transition planning may simply be too late for a significant number of students.

Finally, it is essential that the student, his or her parents and family members be active partners in the transiton assessment and planning process. Much of the assessment information needed for successful planning can be gained through conversations and discussions with the student, the parents and the family. Success in the transition plan is simply not possible without the student's active participation.

ADDITIONAL READING:

Gajar (1993) pp 23-53
Wehman (1993) pp 3-71

Section 2 - Linkage Between Assessment and Transition Planning

Murphy and Davidshofer (1994) note that "tests are used to make decisions." Testing and assessment are one of a variety of methods used to sample behavior. However it is generally assumed that testing is the fairest and perhaps most accurate means for obtaining information about individuals (Murphy, et al., 1994). Clearly, this is not a perfect methodology and the assessment of human behavior is only as good as the tools and the people involved in the decision-making process.

Transition planning requires us to look into the future of the student and attempt to predict events and needs. Transition planning is **outcome driven**. This focus is perhaps one of the more positive elements of transition planning. Engaging in this activity requires special educators and members of the PET to sort through the many aspects of the student's situation, develop objectives and ultimately to develop a plan that will facilitate success in meeting these objectives. While goals and objectives are not unique to transition, these outcomes are more global than those traditionally seen in school. For successful transition planning, PET members must consider the student's motivation, attitude and social skills in addition to their cognitive and academic functioning.

Educational planning should be based upon relevant, up-to-date, and accurate data. Thus, initial assessment is a necessary component to all educational planning. In behavioral terminology this is frequently called "baseline data." Success or failure of the intervention can only be decided if there are clear, written objectives and an assessment of the outcomes to determine if the objectives have been met. Assessment is also necessary at various intervals to decide if the program is meeting expectations. Special education

regulations require that IEP goals and objectives be reviewed annually, at a minimum, and that the entire process be reevaluated minimally every three years (triennial reevaluation). It is therefore appropriate that transition activities include assessment at the beginning (or planning stage), during the process (at the implementation stage) and finally at the end of the program (in the evaluation stage).

Assessment for the purposes of transition planning should minimally include measures of: cognitive ability, academic functioning, personal/social functioning, occupational-vocational functioning and independent living skills.

Measurement and assessment in education often takes many forms. Generally, school psychologists and assessment specialists are trained in techniques associated with individualized assessment (e.g., intelligence testing, educational assessment, etc.). However, there are many group-oriented and curriculum-based measures that are also part of the typical education program. Students, at all levels, regularly take standardized and teacher-made tests to help teachers make a variety of decisions from placement in a particular reading book, to whether mastery of a particular academic goal has been met.

All of this assessment information is useful in transition planning. For secondary students with disabilities the IEP needs to list goals and objectives that will facilitate the student's transition from school to post-school activities. These goals and objectives need to be directly linked to classroom activities. For example, a student with mental retardation may be involved in a functional, life-skills curriculum that teaches skills that will be needed to live independently in the community. The acquisition of these skills then becomes the basis of the assessment.

There are five major components of transition planning: assessment, planning, training, placing and follow-up (see Table 2-1). While school psychologists and assessment specialists typically view the initial assessment as important, Levinson and McKee (1990) suggest that assessment in the follow-up stage is equally a critical component and should include a determination of the necessity of additional support services and an evaluation of the adequacy of the services provided.

ADDITIONAL READINGS:

Levinson & McKee (1990)

Table 2-1
Components of Transition Planning

Assess			Plan		Train			Place			Follow-up
Needs in:	Utilizing	By:	Objectives in:	By:	Skills in	In:	By:	Vocationally in:	Residentially in:	By:	
Cognitive area Academic Area Personal-Social Area Occupa-tional-Vocational Area Independ-ent Living Area	Tests Interviews Observation Rating Scales Work Samples Situational Assessment	School Psychologist Teachers Counselors Vocational Evaluators	Employment Area Residential Living Area Community Functioning Area	School Personnel Vocational Rehabilita-tion Personnel Mental Health/ Mental Retardation Personnel Social Service Agency Personnel Employers Parents Students	Cognitive Area Academic Area Personal-Social Area Occupa-tional-Voc-ational Area Independent Living Area	School Setting Residential Setting Community Setting	Teachers School Psychologist Voc/Rehab Counselors Social Workers Job Coaches Employers Parents	Competitive Employment Supported Employment Sheltered Employment	Independent Living in: - Single Family Home - Group Home Supported Living in: - Family's Home - Group Home Institutional Living in: - Nursing home - Hospital	School Personnel Voc/Rehab Personnel MH/MR Personnel Social Service Agency Personnel Parents	Provide Needed Support Services Evaluate Adequacy of Services Provided

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Section 3 - Transdisciplinary Vocational Assessment

Transdisciplinary Vocational Assessment (TVA) is a type of assessment uniquely suited to transition planning. Levinson (1993) notes that TVA includes the collection of medical, psychological, social, vocational, and economic data, thus implying that vocational assessment must be a *multidisciplinary* process. However, the term "multidisciplinary" typically refers to the use of different professionals *within* the field of education. The use of the term *Transdisciplinary* denotes the importance of involving professionals across disciplines, that is, outside education, in addition to the school-based team. Levinson defines TVA as:

> "A comprehensive assessment conducted within a school setting whose purpose is to facilitate educational and vocational planning in order to allow as student to make a successful adjustment to work and community living. The assessment is conducted by educational, community agencies, and state agency personnel, in cooperation and consultation with the student's parents, and incorporates and assessment of the student's psychological, social, educational/academic, physical/medical, and vocational functioning." (Levinson, 1993, p 21)

Since transition planning requires the involvement of professionals from both inside and outside the educational community, it makes logical sense to use this broad-based definition when discussing this topic.

Like traditional vocational assessment, TVA can be used in various levels of assessment. West and colleagues (1992) describe these three levels as follows:

Phase I	This assessment is *informal* and consists of a review and compilation of existing data. Little additional testing needs to be accomplished. Historical and anecdotal data are used.
Phase II	This level of assessment is a more *formal* methodology often using standardized test batteries to obtain information regarding the student's interests and aptitudes. Information gathered as part of the Phase I assessment is merged with the Phase II data to complete a more expansive picture of the student's needs.
Phase III	This level of assessment involves a *comprehensive vocational assessment* typically administered by a vocational specialist. The Phase III assessment uses formal standardized tests as well as situational assessment techniques to determine the student's current levels of function.

Phases of TVA Assessment

Phase I	This assessment is *informal* and consists of a review and compilation of existing data. Little additional testing needs to be accomplished. Historical and anecdotal data are used.
Phase II	This level of assessment is a more *formal* methodology often using standardized test batteries to obtain information regarding the student's interests and aptitudes. Information gathered as part of the Phase I assessment is merged with the Phase II data to complete a more expansive picture of the student's needs.
Phase III	This level of assessment involves a *comprehensive vocational assessment* typically administered by a vocational specialist. The Phase III assessment uses formal standardized tests as well as situational assessment techniques to determine the student's current levels of function.

Most components of Phase I and Phase II TVAs can be accomplished by current school staff. School psychologists and special education assessment staff (e.g., special education consultant, vocational assessment specialist) are typically qualified for this activity. Coordination of the assessment process may be facilitated by an individual (vocational assessment specialist, school psychologist, special educational consultant or school administrator) or through a team process (i.e., Pupil Evaluation Team). The choice of assessment techniques and materials should be the made by the assessment specialist contingent upon the needs of the student and the situation. School psychologists and special educational assessment specialists should use techniques and materials for which they have specific training. Following ethical and best practice guidelines, the individual providing assessment services should be fully familiar with the reliability, validity and standardization of the instruments they use. They should refrain from using instruments and techniques that are inappropriate for use with certain populations. For more information on the ethical guidelines see: American Psychological Association (1992) and National Association of School Psychologists (1992).

There are a number of specialized assessment techniques and instruments used in vocational assessment that require advanced skills. It would be inappropriate to assume that a school psychologist or special educator could become completely proficient in these advanced vocational assessment skills by simply reading this document. Success in the development of this skill requires extensive practicum and supervised experience. Some areas of specialized techniques and instruments include:

> *Vocational Aptitude Batteries:* (e.g., General Aptitude Test Battery - GATB; Non-reading Aptitude Test Battery - NATB; Differential Aptitude Test; Occupational Aptitude Survey and Interest Schedule - OASIS-2 AS; Armed Services Vocational Aptitude Battery - ASVAB; System for Assessment and Group Evaluation - SAGE; APTICOM - Vocational Research Institute; Microcomputer Evaluation and Screening Assessment - MESA-VALPAR)
>
> *Work Sampling Techniques*: (e.g., work sampling systems such as the Jewish Vocational Service Work Sample System - JEVS; Vocational Information and Evaluation Work Samples - VIEWS; Vocational Interest Temperament and Aptitude System - VITAS; McCarron-Dial System - MDM; Hester Evaluation System)

ADDITIONAL READINGS:

Levinson (1987)
Levinson (1993) Chapter 1 & 2
Wehman (1993) Chapter 9 & 10
West (1992)
APA (1992)
NASP (1992)

Section 4 - TVA Domains and Techniques

Transdisciplinary Vocational Assessment (TVA) is accomplished with participation from a variety of professionals, the student, and the student's parents. Assessment will likely take many forms ranging from conventional paper-and-pencil tests to performance-based assessment.

This section will deal with the five major assessment domains:

1. Intelligence
2. Academic
3. Adaptive Behavior
4. Personality
5. Vocational Interests, Aptitudes and Career Maturity

Intelligence

There is perhaps no more controversial, yet widely used assessment practice in school and clinical practice than the intelligence test. For nearly ninety years, schools have employed a variety of measures to gain this information. For students with disabilities, individually administered intelligence tests are the most commonly used instruments for determining eligibility for special education services. Research by Goh, Teslow and Fuller (1981) and Hutton, Dubes and Muir (1992) revealed that between 97% and 99% of the school psychologists surveyed used the Wechsler Intelligence Scale for Children as part of their initial diagnostic assessment of students.

As noted above, the use of intelligence tests has not been without controversy. Levinson (1993) notes that while no clear consensus exists as to the definition of intelligence, there is agreement as to the intelligence test's ability to predict success in academic achievement. However, bias and fairness in intelligence testing have long been a major concern. Murphy and Davidshoffer (1994) note that evidence exists showing that children and adults from middle and upper classes tend to score higher than children and adults from the lower socioeconomic class on most cognitive abilities tests. They also note whites often receive higher scores than blacks. These factors need to be considered when conducting any assessment.

Intelligence is also correlated with educational and occupational attainment. Levinson (1993) notes the following relationships:

- IQ scores correlate with the number of years of school and occupational status.
- The higher the individual's IQ score, the greater the likelihood they can complete the educational requirements necessary for entry into high-level occupations.

- IQ is correlated with career maturity and with more accurate self-knowledge. The higher one's IQ, the more likely congruence will exist between expressed and realistic interests.

- Among individuals with disabilities, IQ can predict successful release from institutions and with selective placement into occupations.

- Among individuals with mental retardation, higher IQ is associated with job retention when behavior and social skills are not viewed as problematic.

- Performance IQ (nonverbal) is more predictive of success in lower skill-level jobs for individuals with disabilities.

Thus, information about the individual with disabilities performance on IQ tests may be helpful to those designing transition plans. This is particularly important for students with low IQ test scores as these students will likely need more assistance with vocational planning.

Academic Achievement

Assessment of academic achievement is an important part of the evaluation and reevaluation of students with disabilities. For initial referrals to special education, federal and state regulations require that the evaluation team determine that the disability "adversely affects the student's educational performance" (Maine Special Education Regulations - Chapter 101, July, 1992). This requirement obviously demands that a measure of academic achievement be made. Typically, school psychologists and assessment specialists use a variety of individually administered tests (or batteries of tests) to determine the student's level of function. The student's performance on these tests is then compared to some normative group. The disability is determined if a "significant discrepancy" exists between the current level of function and that expected of the individual at a certain age or grade level. There is considerable debate as to the most appropriate type of academic testing (i.e., norm-referenced v. criterion-referenced measures). However, for transition planning it is safe to say that the PET should review all academic data.

As noted earlier, special education regulations require the student's IEP be reviewed annually and the entire program reevaluated minimally every three years. Ross-Reynolds (1990) notes that there are several objectives of the triennial review process: 1) to determine whether the student's program was implemented as intended and needed; 2) To determine how much progress the student has made in the last three years; 3) To determine whether the student's classification and placement are appropriate; 4) To determine what changes need to be recommended in the student's program. These objectives each require academic achievement. Academic evaluation of the student should seek to answer each objective carefully.

Individuals involved with transition planning also need to be aware of the student's academic skills. Transition planning needs to incorporate curricula that assure that the student can function at their highest level. The PET needs to also identify modifications that ensure that the student can achieve at the highest possible level. For example, students with disabilities seeking higher education opportunities may need assistance or accommodations when taking various entry examinations (e.g., SAT's, ACT). The American's with Disabilities Act (ADA) requires that "reasonable accommodations" be provided by schools and employers to individuals with disabilities. Students considering post-secondary education should be advised to alert the institution of the nature and extent of their disability before applying. The PET can help to identify modifications the student may need to be successful in the post secondary educational setting. Modifications range from the use of textbooks on audiotape, to the use of specialized furniture and equipment.

Several studies have demonstrated a link between academic achievement, educational attainment and occupational status. Some studies have suggested that academic achievement measures were better predictors of occupational status attainment than intelligence tests (Levinson, 1993). For more information on the topic the learner should see Levinson (1993) p 163-165.

Adaptive Behavior

Adaptive behavior scales are generally viewed as measures of the individual's ability to function independently, socially and within the community. Generally, all adaptive behavior scales include measures of "self-help" skills or "activities of daily living" such as grooming, eating, bathing and dressing. However, most also measure more advanced skills such as communication skills (e.g., expression of needs and feelings), functional academic skills (e.g., telling time, working with money) and vocational/occupational skills (e.g., work habits and attitudes).

While adaptive behavior scales were originally designed for use with students with mental retardation, they can generally be used with a broad band of students. For example, the Vineland Adaptive Behavior Scales (Sparrow, Balla & Cicchetti, 1984) was normed on a population of 3,000 individuals from birth to age 18 coming from all types of disability groups as well as from the non-disabled population. In addition, the VABS has specialized norms for students with serious emotional disturbance, visual impairments, hearing impairments and with significant levels of mental retardation. These norms allow the assessment specialist to compare the student being evaluated with the general population of students, as well as with specific disability groups.

Among the range of adaptive behaviors of concern, those specifically related to vocational/occupations skills should be of utmost concern to those involved in transition planning. Several transition scales have been developed specifically for this purpose. (See Appendix A for samples)

Personality

There is general, widespread acceptance that personality plays an important role in vocational/career development. Yet, frequently this information is not included in the assessment of students with disabilities unless specific behavior problems are evident. Unfortunately, this is frequently due to a lack of understanding of the types of personality assessment available.

Personality tests can be separated into two broad types: normal and clinical (Levinson, 1993). Most school psychologists are familiar with the latter. These range from projective techniques such as the Rorschach and Thematic Apperception Tests (TAT) to objective measures such as the Minnesota Multiphasic Personality Inventory (MMPI). Many school psychologists also use formal or informal behavior assessment techniques in assessing the student. Some of these techniques involve third party observation (e.g., behavior rating scales). Others use systematized, time-samples of behavior observed in the school setting.

There is much controversy over the use of many clinical personality tests. Many projective techniques have less than acceptable levels of reliability and validity and standardization. Objective and behavioral measures typically have higher reliability and validity. However, it is generally noted that due to developmental issues, accurate assessment of personality in adolescents is difficult.

Normal personality tests are those that are normed on the general population as opposed to clinical populations. For example, the Sixteen Personality Factor Questionnaire (16PF) and its derivative, the High School Personality Questionnaire (HSPQ) were normed on general populations. Several tests measuring vocational variables use personality variables. However, school psychologists and assessment specialists frequently have little or no training with these tests. The Self-Directed Search - SDS (Holland, 1990), an instrument based upon the vocational personality theory of John Holland, is rarely used by school psychologists (Hutton, et al., 1992). While some might argue that the SDS is more a test of vocational interests, Holland's Theory of Vocational Personality and Work Environment, on which this test is based, is a well documented and popular personality theory.

Vocational Interest, Aptitude and Career Maturity

Perhaps the most important part of the assessment of secondary students for transition planning is the assessment of vocational interest, aptitudes and career maturity. Since the next section will be entirely devoted to this topic, vocational assessment will only be briefly mentioned here. It should be noted however, that according to recent research, assessment of vocational interests is the least common form of assessment used by school psychologists (Hutton, et al., 1992).

ADDITIONAL READINGS: Levinson (1993) Chapters 4, 5, 6, 7

> *Imagine for a moment that you have entered a room full of strangers; a party or some social event, perhaps. Imagine you are approached by a person who introduces herself. In making conversation with this person, what is the question you most likely will ask?*

If you answered, "What do you do for work..?" or some such question, you would be in the majority. Indeed, a multitude of research reinforces the notion that we are very much defined by what it is we do for a living. Most people typically use information about a person's occupation to begin to understand the other person. Understandably, work is an important part of life. As noted by Wehman (1993) "Being employed when one leaves school is important because, in American society, productivity in a meaningful vocation bolsters self-esteem, and because independence and mobility usually result from earning wages in competitive employment" (p.6).

For all young people, successful entry into the work force is a major concern. It is estimated that approximately 44% of all high school students in the United States do not go on to any post-secondary education. Among students with disabilities the ratio is over 85% (Wagner, 1991).

Many theoretical models have evolved over the years regarding vocational and career development. Given the limited scope of this document, a full analysis of these various models is not possible here. For a more complete description the learner is encouraged to review (Levinson, 1987; Levinson, 1993).

For our purposes the work of John Holland and Donald Super will be discussed. It should be understood that there are many additional theoretical models available. These two theories are described here due to their longevity and popularity.

John Holland's Theory of Vocational Personalities and Work Environment (Holland, 1966)

First published in 1966, this theory is perhaps the most widely accepted trait-factor model in use today. The theory is based upon the notion that an individual's vocational choice is an expression of one's personality and that people pick occupations that are consistent with their personality. Thus, it is very common to find persons in particular occupations having similar personality characteristics.

Holland defines personality characteristics as a combination of interests, abilities, values, temperaments and work habits. If we as school psychologists and educators were to spend some time with a group of business executives we would quickly note that their interests, values and attitudes differed greatly from our own. While the personality characteristics of educators and school psychologists are not typically identical, there are more similarities

between these two occupation groups than between teachers and lawyers or between plumbers and accountants.

Holland has identified six distinct personality types that correspond to six vocational work environments: Realistic (R), Investigative (I), Artistic (A), Social (S), Enterprising (E), Conventional (C). Holland believes that people naturally seek out occupations and work environments that are consistent with their skills, abilities, attitudes and values. That is, persons with an artistic personality type are most likely going to seek an artistic occupation or vocation. The notion is often described as the "birds of a feather flock together" principle (Levinson, 1993).

Realistic: Persons with the realistic type of personality trait prefer activities that require the use of tools and machines to solve problems. Realistic types can be described as stable, materialistic, practical, frank, and self-reliant. They gravitate toward occupations such as: forester, mechanical engineer, machinist, laboratory technician, mechanic, construction trades, farming, or animal handler.

Investigative: Persons with the investigative type of personality trait prefer activities that require systematic and creative investigation of physical, biological and cultural phenomena. They enjoy solving puzzles, doing experiments and reading scientific literature. Investigative types can be described as analytic, independent, curious, intellectual and precise. They gravitate toward occupations such as: economist, scientist, mathematician, detective, pharmacist, psychologist, dentist, medical technologist or drafter.

Artistic: Persons with the artistic type of personality trait prefer activities that allow unstructured, independent, unsystematized activities that involve the manipulation of physical, verbal, or human materials to create art forms or products. They enjoy reading fiction, sketching, attending concerts, writing poetry or stories and dramatic activities. Artistic types can be described as imaginative, idealistic, original, expressive, impulsive. They gravitate toward occupations such as: drama coach, English teacher, philosopher, critic, decorator, artist, writer, clothing designer, actor, or photography.

Social: Persons with the social type of personality trait prefer activities that require interaction with others for the purpose of helping, training, curing or enlightening. They enjoy socializing, helping others, belonging to clubs and organizing people activities. Social types can be described as cooperative, understanding, helpful, tactful and sociable. They gravitate toward occupations such as: counselor/social worker, teacher, therapist, nurse, personnel director, director of social services, priest/minister/rabbi, child care worker or bartender.

Enterprising: Persons with the enterprising type of personality trait prefer activities that entail the management of others for the purpose of satisfying organizational goals or acquiring economic gain. They enjoy influencing others, giving talks, discussing politics, selling, conducting meetings, and debating. Enterprising types can be described as

persuasive, dominating, energetic, ambitious, and flirtatious. They gravitate toward occupations such as: banker, politician, director/manager/superintendent of persons or programs, business executive, contractor, lawyer, salesperson labor arbitrator, or warehouse manager.

Conventional: Persons with the conventional type of personality trait prefer activities that involve highly organized and structured activities and the systematic manipulation of data. They enjoy typing, keeping records and files, bookkeeping, proofreading and operating office machines. Enterprising types can be described as conscientious, orderly, persistent, conforming and efficient. They gravitate toward occupations such as: accountant, cashier, secretary, proofreader, statistician, financial analyst, computer operator, post office clerk, receptionist and court clerk.

Each personality type also has an aversion to certain activities and roles. For example, an artist who naturally prefers an independent, unstructured work setting would likely find a business office most disagreeable. Holland uses the term *congruence* in describing the relationship between the one's personality traits and a particular work environment. The greater the degree on congruence - the greater the degree of job satisfaction.

Donald Super's Theory of Vocational Development

Unlike the theory of John Holland, Donald Super's theory is based upon the notion that career choice is grounded on a series of well-defined hierarchical stages. Like most developmental stage theories of personality, Super suggests that there are specific issues and conflicts that affect us at different times in our lives. Also, like most stage theories, it is assumed that the age and rate at which individuals pass through these stages is individually determined.

Super identified five major stages with several substages. Each is associated with a specific developmental task. The major stages are: Growth, Exploration, Establishment, Maintenance and Decline.

Like Holland, Super believes that individuals differ in ability, interest and personality and are thus qualified for various occupations based upon these characteristics. Unlike Holland, Super believes that vocational preference and competencies change with time and experience and that each of us have a wide array of personal characteristics that qualify us for a variety of occupations. Like most vocational theorists, Super believes that **there is no one right occupation for anyone** (Levinson, 1993).

The process of vocational development involves the development and implementation of a self-concept. Self-concept is the result of a compromise between native abilities, the opportunity to play various roles and the extent to which one is successful in these roles. Work satisfaction, and thus life satisfaction, depends upon the individual's ability to find adequate outlets. Super's stages are illustrated in Fig 5-1

Fig. 5-1
Super's Theory of Vocational Development

Stage	Age	Tasks
Growth	0-14	General development of an awareness of personal characteristics and an awareness of a variety of careers and occupations
Exploration	15-24	The exploration of various vocational possibilities and tentative career goals leading to the first job
Establishment	25-44	Commitment and advancement within the chosen occupation
Maintenance	45-64	Preservation of occupational status and gains
Decline	65+	Declining vocational ability and adjustment to retirement

Fig 5-2
John Holland's Theory of Vocational Personality

Realistic: Persons with the realistic type of personality trait prefer activities that require the use of tools and machines to solve problems. Realistic types can be described as stable, materialistic, practical, frank, and self-reliant. They gravitate toward occupations such as: forester, mechanical engineer, machinist, laboratory technician, mechanic, construction trades, farming, or animal handler.

Investigative: Persons with the investigative type of personality trait prefer activities that require systematic and creative investigation of physical, biological and cultural phenomena. They enjoy solving puzzles, doing experiments and reading scientific literature. Investigative types can be described as analytic, independent, curious, intellectual and precise. They gravitate toward occupations such as: economist, scientist, mathematician, detective, pharmacist, psychologist, dentist, medical technologist or drafter.

Artistic: Persons with the artistic type of personality trait prefer activities that allow unstructured, independent, unsystematized activities that involve the manipulation of physical, verbal, or human materials to create art forms or products. They enjoy reading fiction, sketching, attending concerts, writing poetry or stories and dramatic activities. Artistic types can be described as imaginative, idealistic, original, expressive, impulsive. They gravitate toward occupations such as: drama coach, English teacher, philosopher, critic, decorator, artist, writer, clothing designer, actor, or photography.

Social: Persons with the social type of personality trait prefer activities that require interaction with others for the purpose of helping, training, curing or enlightening. They enjoy socializing, helping others, belonging to clubs and organizing people activities. Social types can be described as cooperative, understanding, helpful, tactful and sociable. They gravitate toward occupations such as: counselor/social worker, teacher, therapist, nurse, personnel director, director of social services, priest/minister/rabbi, child care worker or bartender.

Enterprising: Persons with the enterprising type of personality trait prefer activities that entail the management of others for the purpose of satisfying organizational goals or acquiring economic gain. They enjoy influencing others, giving talks, discussing politics, selling, conducting meetings, and debating. Enterprising types can be described as persuasive, dominating, energetic, ambitious, and flirtatious. They gravitate toward occupations such as: banker, politician, director/manager/superintendent of persons or programs, business executive, contractor, lawyer, salesperson labor arbitrator, or warehouse manager.

Conventional: Persons with the conventional type of personality trait prefer activities that involve highly organized and structured activities and the systematic manipulation of data. They enjoy typing, keeping records and files, bookkeeping, proofreading and operating office machines. Enterprising types can be described as conscientious, orderly, persistent, conforming and efficient. They gravitate toward occupations such as: accountant, cashier, secretary, proofreader, statistician, financial analyst, computer operator, post office clerk, receptionist and court clerk.

Section 6 - TVA with Students with Disabilities

As noted earlier, Phase I and Phase II vocational assessments involve evaluation techniques already within the skill level of most school psychologists and special education assessment specialists. However, assessment specialists may expand their repertoire of assessment instruments in increments. Two important areas where school psychologists and assessment specialists could develop proficiency is in the assessment of vocational interest and career maturity.

Vocational Interest Inventories

Levinson (1993) notes that vocational interests come in three types:

1) Expressed interests - are those vocational interests that may be revealed by the student informally to teachers, parents or the examiner. They generally refer to activities the student enjoys and those the student dislikes.

2) Manifest interests - are those vocational interests that may be revealed by activities the student voluntarily engages in. Manifest interests may be measured through the use of interviewing techniques or through direct observation.

3) Inventories interests - are those vocational interests revealed through responses made to standardized vocational interest tests.

The examiner should always seek to survey all three types of interest to increase the reliability of the information. During the TVA, the assessment specialist should discuss with the student their vocational aspirations and leisure time interests and activities. Similarly, the same questions should be directed to the student's parents, teachers (and as appropriate other family members or persons knowledgeable about the student) to help gather a complete picture of the student's expressed and manifest interests.

One might note that the typical adolescent might express some unrealistic aspiration. The author has known many students over the years who expressed wishes to become a rock musician or a professional sports player when they finished school. In responding to these students, a series of questions were asked to determine how knowledgeable they were about these vocations and how they intended to pursue them. Next, the student was asked to describe the vocational activities they were least interested in. This information may also be useful to the PET developing the transition plan.

It should be noted that vocational interests tend to be "unstable" during the childhood and adolescent years. As noted elsewhere in this document, there is evidence that students with disabilities may have significantly different experiences growing up which may significantly

limit the development of vocational interests. For these reasons, it is important that school psychologists and assessment specialists view the assessment findings cautiously.

Students with disabilities may have significant difficulties with reading and reading comprehension. Therefore it is important for the assessment specialist to be familiar with the reading level requirements for any standardized vocational interest test that might be used. Several inventories have alternate forms with lower reading levels that may be used and several offer the instrument on audio tape. Tables 6-1 and 6-2 detail information about several vocational interest inventories.

ADDITIONAL READINGS:

Levinson (1987)
Levinson (1993) Chapter 5

Table 6-2 Interest Inventories

INVENTORY AND PUBLISHER	Time	Age/grade	Type	Occupations Assessed
Career Assessment Inventory - (CAI) *National Computer Systems, Inc.*	35 minutes	8th grade +	machine score	entry level, technical, some professional
Career Occupational Preference System - (COPS) *Educational and Industrial Testing Service*	25 minutes	7th grade +	hand/machine score	professional and skilled
Harrington-O'Shea Career Decision-Making System - (CDM) *American Guidance Service, Inc.*	40 minutes	7th grade +	hand/machine score	general abilities, job values, future plans, interests
Jackson Vocational Interest Survey *Research Psychologists Press, Inc.*	50 minutes	7th grade +	hand/machine score	broad interest categories
Kuder General Interest Survey - Form E (KGIS) *Science Research Associates, Inc.*	50 minutes	6th grade +	hand/machine score	broad interest categories
Kuder Occupational Interest Survey (revised) - Form DD (KOIS) *Science Research Associates, Inc*	35 minutes	10th grade+	machine score	wide range of occupational scales and college majors
Self-Directed Search - (SDS) (Holland) *Psychological Assessment Resources - PAR, Inc.*	40 minutes	age 15 +[3]	hand/machine score	wide range of interests and abilities
Strong(Campbell) Vocational Interest Inventory - (SII) *Consulting Psychologists Press, Inc.*	30 minutes	8th grade +	machine score	advanced, technical, college or post graduate
Wide Range Interest-Opinion Test - (WRIOT)* *Jastak, Inc*	40 minutes	age 5 +	hand/machine score	Non-reading instrument - wide range of work activities - unskilled to professional
Reading Free Vocational Interest Inventory - Revised (RFII)* *Elbern*	20 minutes	age 13 +	hand score	non-reading instrument - designed for use with students with mental retardation and learning disabilities - range of occupations (limited)
Geist Picture Interest Inventory - Revised (GPII-R)* *Stanford University Press*	20 minutes	8th grade +	hand score	non-reading instrument - wide range of interests
Occupational Aptitude Survey and Interest Schedule - 2nd Ed (OASIS-2) *Pro-Ed, Inc.*		grade 8-12	hand score	measures general interests in 12 areas

* To be used with caution - see Levinson (1993).

[3] Reading level of SDS - standard form is between 7th and 8th grade. The SDS Form E has a reading level at approximately a 4th grade level. A computerized version is also available.

Table 6-3 Recommended Interest Inventories According to Educational, Vocational Goal and Reading Level

Educational Level	Educational Goal	Reading level	Recommended Instrument	Comments
High School grade 10-12	post-secondary education	6th grade or higher	SDS	based on John Holland's Theory of Vocational Personalities and Work Environments
			KOIS	includes college major scales - machine score only
		below 6th grade	CDM	(use audio recording) - included occupational information which is updated every two years
			KOIS	recommended for students with 6th grade reading level, includes college major scales - machine score only
	employment	6th grade or higher	SDS	based on John Holland's Theory of Vocational Personalities and Work Environments
			CAI	designed specifically for "non-college-bound students" - machine score only
		below 6th grade	CAI	(use audio recording) designed specifically for "non-college-bound students" - machine score only
			CDM	(use audio recording) - included occupational information which is updated every two years
Jr. High/ Middle School grade 7-9	post-secondary education	6th grade or higher	JVIS	assesses broad interests which encourage further exploration; use with low socioeconomic groups is questionable
		below 6th grade	CDM	(use audio recording) - included occupational information which is updated every two years
			SDS (Form E)	requires 4th grade reading level - provides a more limited array of occupational choices than standard form
	employment	6th grade or higher	JVIS	assesses broad interests which encourage further exploration; use with low socioeconomic groups is questionable
			SDS	based on John Holland's Theory of Vocational Personalities and Work Environments
		below 6th grade	RFVII*	pictorially based, requires no reading; standardized on MR and LD populations; validity has been questioned.
			CDM	(use audio recording) - included occupational information which is updated every two years

*To be used with caution, psychometric qualities have been questioned, see Levinson, 1993.

NOTE: Adapted from "A Review of Selected Vocational Interest Inventories for Use by School Psychologists" by D. Spitzer and E. Levinson, 1988, *School Psychology Review*, 4, 678-692. Copyright (1988) by the National Association of School Psychologists. Reprinted by permission of the publisher.

Career Maturity

Beyond understanding the student's vocational interest, TVA of students with disabilities should include some measure of *career maturity*. Career maturity is defined as "the extent to which the individual possesses the knowledge and skills necessary to make realistic and informed vocational choices" (Levinson, 1993, p 207). Donald Super identifies five components of career maturity:

1. Orientation to vocational choice - (the individual's concern and activity level in seeking information about the vocational choice)

2. Information and Planning - (the degree to which the individual is actively seeking information and planning. Consistency of vocational preference - (the stability of the individual's preferences over time)

4. Crystallization of traits - (the extent to which the individual has developed realistic attitudes toward work)

5. Wisdom of vocational preferences - (the match between the individual's preference and their abilities, interests and work habits) (Levinson, 1993)

The Career Development Inventory (CDI), published by Consulting Psychologists Press, is useful in measuring career maturity. The CDI comes in two forms, the School Form for grades 8-12, and the College/University Form (Anastasi, 1988; Levinson, 1993). Career maturity can also be assessed through the use of anecdotal information from teachers, parents and the student. The student's performance in a career education curriculum can also provide curriculum-based measures.

ADDITIONAL READINGS:

Levinson (1993) Chapter 6 & 7

In reviewing the vast amount of research data on vocational/career development theory, Levinson (1993) suggests the following:

- ✔ career development is a lifelong process
- ✔ career development is influenced by both genetic and environmental factors
- ✔ career development is organized in a series of hierarchical stages, each with its own developmental task
- ✔ the process of career development involves ongoing, personal decisions
- ✔ personality factors play an important role in career development and in vocational choice
- ✔ different personality traits are needed for success in different occupations suggesting that certain types of people are best suited for certain types of jobs.
- ✔ self-concept is an important component of vocational/career development
- ✔ adjustment to work is at least partially related to work satisfaction
- ✔ job satisfaction and job performance may be influenced by the relationship between personality traits, self-concept and working conditions
- ✔ adjustment to a particular job or occupation is likely to change over time.

Career/vocational development and persons with disabilities

Although limited, the following is information about the career/vocational development of persons with disabilities (Kohler, Johnson, Chadsey-Rusch & Rusch, 1993; Levinson, 1993):

- ✔ Disabilities, like individuals, range and vary, requiring a unique plan for each person.
- ✔ Individuals with certain disabilities may progress through the stages of career development at a slower rate, or not at all.
- ✔ Many individuals with disabilities have been restricted in their vocational exploration and limited in terms of their range of experiences.
- ✔ Individuals with disabilities likely need more guidance and direction in career development activities.
- ✔ Individuals with disabilities, like individuals without disabilities, need to experience job satisfaction. If the student does not feel that he or she had a choice in selecting a job, the probability of a meaningful work experience will be low.
- ✔ The preferred vocational option for people with disabilities is in the competitive employment market.
- ✔ More people with mild disabilities lose their jobs because of social inadequacy than for vocational inadequacy.

Section 7 - Transition Planning: Best Practices

Kohler and colleagues (1993) note that in the later part of the 1980's there have been several "follow-up" research studies that attempted to identify "best practices" in transition planning. "Best practices" are commonly defined as methods that most frequently result in positive outcomes. It is noted that "best practice" frequently exceeds that minimally required by law and regulation. Thus, while these activities are generally believed to be the most appropriate way to proceed, they are not mandated.

Within the realm of transition planning, there are several "best practice" activities that are most frequently cited in the literature. They include: interagency cooperation and collaboration, vocational assessment, vocational skills training, social skills training, career education curriculum, paid work experience during high school, written transition plans, and parent and family involvement in the transition process (Kohler, et al., 1993). Of these, vocational training, parent involvement and interagency collaboration and service delivery were cited in the majority of documents analyzed. However, as Kohler (1993) cautions, while the vast majority of these studies have been socially validated, the universal success of these practices lacks strong empirical support. That is, most of these studies lacked rigorous and controlled data collection methodology.

What is important for this section is the finding that vocational assessment and vocational skills training were listed among the most common best practices in transition planning.

Best Practices in Transition Planning

1. It is recommended that all students with disabilities age 14 (and preferably younger) be provided with Phase I Transdisciplinary Vocational Assessment following the model identified in previous sections. It is recommended that the TVA be used at the time of the required triennial reevaluation following the schedule as listed in Figure 7-1.

2. The Phase II Transdisciplinary vocational assessment can then be provided at the time of the next triennial review (or earlier as needed).

3. For most of students with disabilities, a Phase II level of assessment will likely be sufficient for transition planning purposes. However, for students with severe disabilities, or for students where additional data is deemed valuable, a Phase III vocational assessment should be arranged.

4. Given the philosophy as described earlier, TVA involves participation from professionals across many disciplines - inside and outside school, as well as from parents, family and the student themselves. In some case other individuals, significant to the student may be invited to attend. For example, some students have developed formal or informal relationship with individuals such as coaches, religious, or counselors who have played an important

mentoring role for the student. The involvement of these individuals can also improve the transition planning process.

5. The validity and reliability of TVA is increased through a multi-trait, multi-method, multi-factored approach to assessment (Gresham, 1983). Best practice in transition planning, therefore, calls for formal assessment data (in the form of traditional standardized testing), as well as, informal anecdotal information collected from various sources. Since special education regulations require reevaluation minimally, the triennial reevaluation due dates during the 6th, 7th and 8th grade are logical times to begin the TVA process. Table 7-1 provides a model to consider in this data collection process.

6. Formal data collection may be in the form of norm-referenced testing or criterion-referenced testing. Norm-referenced testing involves the comparison of an examinee's performance with that of another group (the norm group). Most commercially-produced, standardized tests of intelligence and academic achievement are norm-referenced. When one reports scores on these measures (e.g., IQ scores, standard scores or percentile rankings) they tell us how the individual performed in comparison with the norm group.

Criterion-referenced testing is defined as a measurement system that compares the performance of examinees to some objectively states goals or standard of achievement (Murphy, et al., 1994). The purpose of criterion-referenced models is to directly link the assessment to what is being taught.

One form of criterion-referenced testing is Curriculum-Based Measurement (CBM). Briefly, CBM is a means of making educational decisions based upon a specific curriculum. Shinn, Nolet and Knutson (1990) describe CBM as "a set of *standardized* and *specific* measurement procedures that can be used to quantify student performance in reading, spelling, mathematics computation, and written expression (p. 290). Here, the *criterion* being used in the assessment process is found directly in the curriculum. The student is assessed on how well they have attained mastery of the various elements of the curriculum.

For successful transition planning a <u>combination of norm-referenced and criterion-referenced measures is advisable</u>. The norm-referenced data will provide a means of comparing the student with a larger standard (e.g., comparison to the general population of students of a given age or grade level). The criterion-referenced data provides a means of determining how well the student may have accomplished specific goals within his or her curriculum (i.e., IEP).

ADDITIONAL READINGS

Kohler (1993)
Wandry & Repetto (1993)
Levinson & McKee (1990)

Fig. 7-1 TVA and Transition Planning Continuum

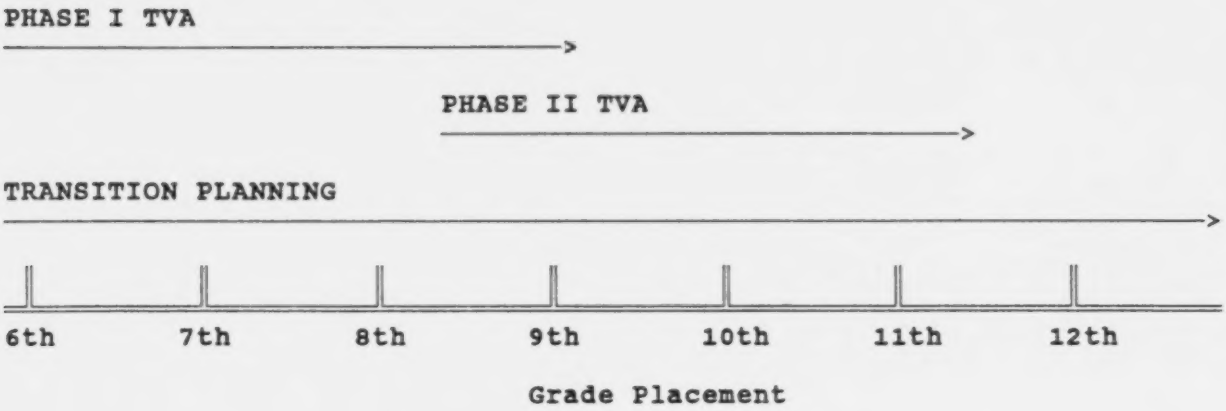

Table 7-1 TVA, Transition Planning and Triennial Review

Student's Triennial Review	Phase I TVA	Phase II TVA
6th grade	6th grade	9th grade or when needed
7th grade	6th - 7th grade	10th grade or when needed
8th grade	7th - 8th grade	10 th grade or when needed

Section 8 - Transition Planning: IEP Goal Development and Program Evaluation

As noted earlier, federal regulations require that a statement of transition planning be included in the Individual Education Program (IEP) of each student with disabilities age 16 and older. However, it is important to note that transition planning is more than simply a statement in a student's cumulative file. Transition is a process.

When first introduced, transition planning was viewed exclusively as a process designed to lead to employment. Recently, several authors have suggested that the transition process should be viewed more globally (Halpern, 1993).

Szymanski (1994) suggests that transition should be a process that "empowers" students, families and communities. She notes that prevailing theories of career development note the importance of a lifelong or life-span approach. Transition from (high) school to post-(high) school is thus only one of many transitions that take place through one's life. She also notes that three domains of work adjustment begin developing early (during preschool and the primary years). These are defined as:

> *Work Personality*: self-concept as a worker and a personal system of work motivation
>
> *Work Competencies*: work habits, physical and mental skills applicable to jobs and work-related interpersonal skills
>
> *Work Goals*: a person's career objectives at a particular time (Szymanski, 1994)

Since some individuals with disabilities are excluded from certain activities as youngsters, Szymanski suggests that the domains of work adjustment may be adversely affected. For students with severe disabilities, work role-models may be limited and the student may be actively or passively discouraged to consider possible career choices due to the nature of their disability. Well-meaning adults might erroneously assume that, given a particular disability, the individual will be satisfied with a particular occupation. Gajar and colleagues (1993) note that frustration and years of failure may occur because of poor vocational planning. This may, in turn, cause a future underestimation of the individual's work potential.

Keeping these things in mind, successful transition planning must therefore be designed to provide the most opportunity for the student. In the case studies that follow, a model for organizing the assessment information is given. Since assessment and transition planning are dynamic processes, it is difficult to represent the vast number of variables that affect the program.

As noted above (Section 6), success is increased when interagency cooperation and collaborations are present and when parents, families and mentors are involved in the

planning process. By including as many individuals as possible in the planning process the number of alternatives and opportunities is expanded.

As also noted earlier, students who have paid work experience during high school have greater success in employment outcomes. Transition planners should find oppotunities for paid work experience for each student. For more information on employment options, see Wehman, 1992.

Finally, students with skills who are knowledgable of their strenghts and weakness and who can use this information to seek assistance and modifications are more likely to experience successful outcomes. There is evidence that these skills can and should be taught to students. For more information see Gajar (1993)

Program Evaluation

McConnell (1990) notes that the evaluation of educational programs is well within the competency of most school psychologists. Best practice calls for four major parts:

1) an evaluation design must be selected or developed
2) an assessment procedure must be developed or selected
3) data should be collected in a standardized and reliable manner
4) the results should be analyzed and interpreted in a manner that will be meaningful to a wide variety of audiences. (McConnell, 1990)

Program evaluation may be *formative*, that is, on-going and concurrent, or *summative*, retrospective and conducted at the conclusion of the program. Both methods rely on the same scientific procedures. Transition planning should involve both formative and summative methods. In the early stages of transition planning, the student's IEP should be reviewed and adjusted in an on-going manner. The transition goals and objectives of the IEP should have specific evaluative criteria written in. This evaluation process may involve the use of various test data or, more likely, consist of a series of criterion behaviors that are measured through observations. The success of the transition program is therefore measured by the number of objectives met.

As an example of this type of evaluation, suppose that the IEP of a particular student indicates that the student will "successfully participate in a work-study program." The specific objective for "success" are written requiring the student to arrive at the work site on-time and ready to work. A supervisor checklist is used to determine if the student has met these requirements on a daily basis. This data is collected and reviewed by the PET to determine if the student has been successful. If the student has indeed arrived on time, the objective has been met. If the student has not met this criteria, the work-study program may need to be adjusted or the student counseled to determine what can be done to resolve the problem. The objective is then re-written and data collected for the next period.

Equally important is the summative program evaluation that occurs after the student has transitioned from high school. This analysis involves a review of individual cases as well as a review of groups of students. In the individual case analysis the outcomes that were initially established as part of the transition plan are examined to determine success one or more years after the student has left the program. Group evaluation compares the outcomes of numbers of students with the came disability classification across time. This type of information is helpful to the school district in establishing the success of various special education programs.

As an example of summative evaluation, suppose a school district reviews the outcomes of students with learning disabilities who have transitioned to post-secondary educational placements. The evaluation might consist of a series of telephone interviews with these students and their parents one or more years after the student has left high school. A standardized interview form is used and each respondent is asked the same questions. This data is then tabulated and analyzed. The results are used to determine if students' transition plans resulted in more positive outcomes longitudinally.

It is noted that while these types of evaluation are not required by law, they are a best practice that can lead to greater overall success in transition planning.

ADDITIONAL READING

Wehman (1992) Chapters 11-17
McConnell (1990)

Section 9 - Case Studies

In this section two student case studies are presented. The learner is encouraged to use the Group Study Activities sheet to first analyze this data and to draw conclusions. A model for case analysis is then provided. It should be emphasized that there are no "correct answers" to these case studies. The sample IEP goals included in the analysis are used for illustration purposes and should not be used to judge the success or failure of the learner's group study analysis.

Group Study Activity (copy as necessary)

Learner's Name:_____Case Study # _____

DIRECTIONS: As part of your group discussion, review the Case Study and answer the following questions:

1. What are the student's relevant strengths and weaknesses:

Strengths Weaknesses

2. Using the curriculum as a guide, complete the case study analysis form (Appendix C).

3. What additional information is needed for effective transition planning? What, if any, additional testing or background information is needed?

_____

_____

_____

4. Using your own community/school district as a model, list possible resources that might be targeted in the transition plan

_____

_____

5. Assume that you are responsible for organizing a PET on this case to discuss transition planning. Who should be invited to attend this meeting? Why?

_____

_____

6. In you study group discuss and list this student's **adaptive behaviors** which will affect transition. What can be done to deal with maladaptive behaviors? Be specific.

_____

_____

_____

7. Based upon the information that you have available to you, have your group discuss possible career options for this student. If you are not able to do so, please list the reasons why.

_____

_____

_____

_____

8. Using the sample IEP form located in the Appendix C please try to construct an IEP for this student.

After completing this form, the learner may use appendix D and E for review and evaluation.

CASE STUDY 1

STUDENT: H 14 year old female GRADE: 7

BACKGROUND:

The student, H, is currently identified as having an educational disability based upon a language disability, mental retardation and a behavior disorder. Numerous psychological evaluations in the past found the student to be functioning within the borderline mentally retarded range. According to the records provided, H scored a Verbal IQ of 60, a Performance IQ of 86 and a Full Scale IQ of 71 on the WISC-R in third grade. Testing by the neuropsychology clinic in fifth grade revealed a Verbal IQ of 64, a Performance IQ of 82 and a Full Scale IQ of 71.

The student was "kept out" of kindergarten by her parents in hope that she would be more mature and ready for kindergarten as a six-year-old. H was retained at the end of kindergarten ostensibly due to a lack of progress.

The Kaufman Test of Educational Achievement (K-TEA) administered in 6th grade revealed H to have Math Applications skills in the 3.9 grade equivalent range (9.3 age equivalent); Math Computations in the 3.8 grade equivalent (9.3 age equivalent); Reading Decoding at 1.6 grade equivalent (6.9 age equivalent); Reading Comprehension at 2.4 grade equivalent (8.0 age equivalent) and; Spelling at 2.1 grade equivalent (7.6 age equivalent).

H's most recent IEP shows that she has been receiving 25 hours of special education services and 10 hours of programming in regular education each week. Her course schedule indicates that she currently has Industrial Arts as a mainstreamed course.

OBSERVATIONS:

H was observed to be a pleasant-looking, 14 year-old, white female with dark brown hair. Her dress and grooming were consistent with the other children in the classroom. However, H is noticeably taller and physically more mature than the average 7th grade student. Observations were made in the "composite room" of Ms. M and later in the Industrial Arts classroom facility. In both settings H appeared to be aware of her environment and to generally be enjoying the class activity. No behavior problems were observed and the student maintained appropriate behavior throughout the observations. She spoke with staff in an polite manner but responded only when specifically asked a question. She made no spontaneous conversation with any of her classmates during the observation. In the composite room H appeared to be the lowest functioning student.

For the Industrial Arts class H attended the class with several other 7th grade students. H was observed to be the tallest student in the class. The IA class activity required the students to complete an independent woodworking project. Direct contact with the teacher was limited for most of the students. However, several female students, including H, followed the teacher around the room. H completed a small amount of independent work during this observation.

During testing H was friendly and cooperative. She made several articulation errors and appeared to often leave off the endings of words as she was speaking. H's language skills were judged to be well below the average range for a 14-year-old.

H noted that she often experiences feelings of sadness and depression. She said that when she feels this way, she often retreats into her closet. H also reported that she experiences difficulties with anxiety and stated that she sometimes gets "the shakes." H's thought process was circumstantial and occasionally tangential. Her ability to reason abstractly appeared to be limited.

H described herself to be in good physical health. She denied the use of tobacco, alcohol or illegal drugs. H did admit to having entertained thoughts about hurting herself in the past. When asked to explain this, H stated that it was due to "all my stress."

H described herself as a member of a family of two children. She did not know her birth date and did not know how old her sister was. When asked if the sister was younger or older H responded, "Mom didn't tell me." While she appeared resentful of maternal interference she also appeared to be very dependent upon her mother for direction and guidance.

When asked about possible career choices H indicated that she did not know what she would like to do following high school. She then added that she liked "police work" and might want to be a "policeman" following school. H also noted that she "likes guns."

Regarding school, H indicated that she felt that she was failing her classes. She noted that she does not have any friends and thought that many other students "hate" her.

TESTS ADMINISTERED:

Stanford Binet Intelligence Test IV
Wide Range Achievement Test - Revised (WRAT-R)
Mental Status Checklist for Adolescents
Clinical Interview
Classroom Observations
Vineland Adaptive Behavior Scales - Interview Edition
Self Directed Search

ASSESSMENT:

H's performance on the Stanford-Binet IV was consistent with little intra-test variance noted. Her overall functioning level was measured to be considerable below the average range of intelligence (Composite SAS = 63; 1st percentile). While this score is called being within the "slow learner" category in Stanford-Binet nomenclature it is more accurately representative of functioning within the mild mentally retarded range of cognitive abilities. Cluster Standard Age Scores (mean = 100, standard deviation = 8) were as follows:

Verbal Reasoning CSAS	73	5th percentile
Abstract/Visual Reasoning CSAS	72	4th percentile
Quantitative Reasoning CSAS	62	1st percentile
Short-Term Memory CSAS	64	1st percentile

Specific subtest Standard Age Score (mean = 50) were as follows:

Verbal Reasoning		
Vocabulary SAS	35	3rd percentile
Comprehension SAS	39	8th percentile
Absurdities SAS	42	16th percentile
Abstract/Visual Reasoning		
Pattern Analysis SAS	41	13th percentile
Copying SAS	39	8th percentile
Matrices SAS	36	4th percentile
Quantitative Reasoning		
Quantitative SAS	34	2nd percentile
Number Series SAS	32	1st percentile
Short-Term Memory		
Bead Memory SAS	36	4th percentile
Memory for Sentences SAS	34	2nd percentile
Memory for Digits SAS	35	3rd percentile
Memory for Objects SAS	39	8th percentile

These scores depict H as having relative strength in a task that require the ability to accurately recognize incongruity within a picture of a commonly seen social situation and the ability to perceive and analyze designs by breaking down the whole into its component parts and then assembling the components into the identical design. This task also requires adequate visual organization and visual-motor coordination. H's relative weaknesses were in tasks of short-term memory of numbers and sentences, as well as in knowledge of number facts and operations. As noted in our previous report, H has a limited understanding of money and time.

These findings are generally consistent with the IQ test scores found in previous reports. They suggest that the student's overall cognitive abilities are limited and that specialized educational services will continue to be necessary.

Achievement test data are as follows:

Word Recognition	56 ss	0.4 percentile	< 3rd grade equiv.
Spelling	60 ss	0.8 percentile	< 3rd grade equiv.
Arithmetic	57 ss	0.5 percentile	3rd grade equiv.

These scores reveal academic functioning well below that average range and significantly below the aforementioned level of cognitive abilities. Error analysis reveals that H has only a rudimentary understanding of sounds and symbols and very limited phonetic abilities. H was able to generally identify the beginning sounds used in the spelling of words but often failed to identify the medial and ending sounds. In reading-decoding H tended to use a sight word approach and appeared uncomfortable with attempting to sound words out phonetically. During the Arithmetic subtest, H appeared most comfortable. She appeared eager to answer the oral questions and to work out the written equations. Despite her enthusiasm, H made some careless mistakes which lowered her overall score. H's conceptual ability in Arithmetic appeared to be at approximately a high-fourth to low-fifth-grade level.

The Vineland Adaptive Behavior Scales were administered to judge the student's functional life skills and to review areas of behavioral concern. H's mother was the respondent.

H's scores on the VABS reveal her to be functioning well below the average range when compared to other 14 year old students. The Adaptive Behavior Composite was 23 (+/- 6) which constitutes functioning at less than the 0.1th percentile. Skill domain scores are as follows:

Communications Domain	23 SS	<0.1 percentile
Daily Living Skills Domain	<20 SS	<0.1 percentile
Socialization Domain	34 SS	<0.1 percentile

H's score in the Maladaptive Behavior Domain was judged to be significant with a score of 19. Areas of noted concern were the student's tendency to be overly dependent, withdrawn, having poor concentration and attention ability, being stubborn/sullen and to occasionally lie and steal food.

Vocational data reveal H has a Holland profile of: (RSC) Realistic, Social, Conventional

Additional Information:

Interview with Mother: H's mother expressed great concern regarding H's future. She noted that H is "very immature," has literally "no friends in the neighborhood" and prefers to play with her 6-year old sister. Mother stated that H was "generally irresponsible" and the mother is "afraid" to leave H along for more than an hour at a time. Mother admits to not letting H do much independently because "H always makes a mess of things." Mother is also concerned about H's emotional state and notes that H has threatened to hurt herself in the past, although there has never been any self-abusive behavior observed.

H's mother believes that H would be able to get a job at a local motel as a chambermaid. She does admit, however that H has generally low levels of skill in this area and tends to be a "slob."

H's mother indicated that H is in good physical health and does not used drugs or alcohol.

Interview with Teacher: Ms. M, H's special education teacher was interviewed. Ms. M described H as a "nice girl" who tends to be very dependent upon adults for assistance and guidance. She notes that H has no "true friends" in the school and tends to gravitate toward the youngest and smallest children during recess. Ms. M explained that H frequently "hangs around the teachers." According to Ms. M, H has had a "problem with body odor" and general "hygiene." She speculated that this may contribute to H's lack of friends.

Ms. M noted that H has made progress emotionally this year with fewer outbursts. The teacher indicated that she did not believe that H used drugs or alcohol.

H has not expressed any interest in a particular vocational activity. The Industrial Arts teacher stated that H has very low work skills and rarely completes a task unless the teacher stays right next to her. The Industrial Arts teacher believes that H is very "clumsy" and does not let her use any machinery in the class unless under direct teacher supervision.

CASE STUDY 2

STUDENT: J 14-year-old male GRADE: 9

BACKGROUND:

The student, J, is a 9th grader with a long history of special education needs. He has been provided with individual counseling in the past but this was discontinued apparently due to the student's limited verbal ability. The student has also been diagnosed as having Attention Deficit Hyperactivity Disorder (ADHD) and was prescribed Ritalin five years ago. Initially, the student took the medication willingly and a marked improvement in behavior and attention was noted. At sometime following this, the student independently stopped taking the medication.

Previous testing with the WISC-R revealed functioning to be within the borderline range of intelligence (VIQ=75, PIQ=78, FSIQ=75). Academic testing with the Wide Range Achievement Test-Revised three years ago revealed a word recognition ss = 69, Spelling ss = 61 and Math ss = 75.

The student is enrolled in special education including a "life skills" program and has received some pre-vocational training. J is currently classified as having "serious emotional disturbance."

J was placed in a specialized work program last summer (building maintenance) which was reported to be quite successful. The student was described by the sources as proficient at mechanical tasks.

The student was described as having a group of friends and relatives with whom he associates but has no current girlfriend.

OBSERVATIONS:

The student was observed in the life-skills classroom at the local high school and seen to be a pleasant-looking, right-handed, 14-year-old white male, who was stylishly dressed and well groomed. His physically size and demeanor were consistent with the classroom norm.

J's behavior was observed to be consistently problematic throughout the observation. He was considerably active during this period and continually played with various school materials at his desk. After several minutes the teacher's aide removed J from the group activity and began working with him independently at a separate table. In this setting J's behavior became more compliant and he was generally quiet for the remainder of the period.

During the observation, J engaged in some verbal taunting behavior with another member of the classroom. This other individual had limited verbal ability and J made several inappropriate comments about the other student's speech.

During individual testing the student was initially quite reticent. Some time was taken to "break the ice" and good working rapport was eventually established. J was rather active during the two individual testing sessions. At these times he minimally expressed himself verbally and appeared to have some subtle difficulties with verbal comprehension. His general response style was rather impulsive and he often failed test items because he did not wait for complete directions.

The student did not evidence any indications of a thought disorder. His emotional state was generally appropriate throughout the interview and he denied any history of difficulties with depression or anxiety. The student noted having taken medication for attention but described it as "stupid." J denied the use of alcohol, drugs or tobacco.

J indicated that he enjoys riding his motorbike. He expressed an interest in going to college but added that it would be a "mechanic college" noting that he had a great deal of interest in things mechanical.

TESTS ADMINISTERED:

Wechsler Intelligence Scale for Children - WISC-III
Wechsler Individual Achievement Test - WIAT
High School Personality Questionnaire - HSPQ
Sentence Completion
Mental Status Checklist
Clinical Interview
Behavioral Observations

ASSESSMENT:

J scored a Verbal IQ of 63 (1st percentile); a Performance IQ of 74 (4th percentile); giving him a Full Scale IQ of 66 (1st percentile). This score falls within the intellectually handicapped range of functioning. The difference between the Verbal IQ and the Performance IQ of 11 points is considered mildly significant ($p<.15$). Factorial summary displays a more significant discrepancy in functioning. J's Verbal Comprehension Index score of 63 (1st percentile) was significantly below that of his Perceptual Organization Index score of 82 (12th percentile). The Freedom from Distractibility Index score was 78 (7th percentile) suggesting that attention difficulties may have contributed to the overall low performance. J performed best in the Block Design subtest which measures the ability to organize three-dimensional objects into specific patterns using a two-dimensional stimulus. It should be noted that the student's performance was generally inconsistent throughout the intellectual testing

portion of the assessment. J appeared uninterested and poorly motivated during major portions of the testing, particularly during verbal subtests. He frequently gave up or passively responded that he did not know. It should be noted that when pressed beyond the limits of the test, J was often able to answer question correctly. This was quite significant during the Comprehension subtest when J became quite silly and gave inappropriate responses. For example, when asked what was one should do when one finds someone's wallet in a store, J laughed and responded, "look inside and if there's money in there, take it." When pressed for another answer J was able to give a more appropriate response. Despite attempts by the examiner to discourage this type of responding, the student continued to respond in this manner and his score on the Comprehension subtest reflects this behavior.

As noted above, J demonstrated strength in the Block Design subtest. During this portion of the test the student appeared quite interested and displayed unique concentration in completing the task. His elevated score reflects this behavior.

WISC-III scores were as follows:

Verbal		Performance	
Information	3	Picture Completion	7
Similarities	3	Coding	2
Arithmetic	5	Picture Arrangement	5
Vocabulary	2	Block Design	9
Comprehension	4	Object Assembly	6
Digit Span	(7)		

Achievement testing with the WIAT revealed the following scores:

Subtests	Standard Score	Percentile
Basic Reading	65	1st
Mathematical Reasoning	69	2nd
Spelling	64	1st
Reading Comprehension	66	1st
Numerical Operations	69	2nd
Listening Comprehension	62	1st

Composite	Standard Score	Percentile
Reading	57	<1st
Mathematics	66	1st

These scores demonstrate below average functioning in all academic areas tested. J performed better (though not significantly) in the area of mathematics than in the area of reading. Both composite scores were well below grade level. J's composite score

in reading was significantly below ($p<.01$) expectations, given his ability level. The mathematics composite score was consistent with ability level expectations.

Personality testing was accomplished though the use of behavioral observations, projective techniques and self-report inventory. The data was generally consistent and revealed the student to be a rather immature and impulsive youngster. The data suggested that J views himself as an anxious, yet tough-minded individual who tends to be impatient. In addition, it was suggested that J may tend to be more of a follower than a leader and to be someone who may tend to be easily influenced by group behavior.

Vocationally, the data suggests that J is clearly most interested in activities that are mechanical in nature. His creative abilities are less than average and he may have considerable difficulty with occupations requiring a high degree of skill. J may tend to have more accidents than the average and may become easily bored by repetitive tasks.

Additional Information:

Teacher Interview: Mrs. B, J's life-skills teacher was interviewed. She indicated that J "tries very hard" to control his behavior but that frequently "his ADHD gets in the way." She notes that it is frustrating to the teachers and would like J's parents to take him back to the doctor so that he will be put back on medication. The teacher confirmed that when J was on the medication his behavior was much improved.

J is working on several pre-vocational activities in the life-skills class. Some activities include: writing job applications, functional math skills, and career education. J's ability is often higher than his testing indicates, Mrs. B explained. She noted that he has excellent money handling skills and can make change better than any other student in the class. He is also involved with the school store that the students in the class run.

Mrs. B noted that J has more problems with behavior at the end of the day and when he is tired. She indicated that he will often pick fights with students who are of a lower functioning level or who are physically smaller. He is easily intimidated by the bigger boys in the class. J works best when he is separated and can work at his own pace. He has "pretty good mechanical skills" and likes to work with machines of all types. The student will be eligible for the vocational program next year and will undergo a complete vocational assessment at that time.

Parent Interview: J's mother and father were also interviewed. The parents appeared to have different impressions of their son and differing opinions as to his level of need. J's father was generally quiet during the discussion but noted that he did not think his son was "hyper." He believed that J was an "all American boy" who just

needed a firm approach. He believed that his wife and the teachers "coddled" the boy too much.

J's mother expressed some frustration with J's behavior but also generally believed that the diagnosis of ADHD was unwarranted. She expressed concern that the medication would eventually lead to drug abuse. She related a story about a relative who was "just like J" and who eventually ended up to be a "druggy." The mother believed that J was just "a little slow" and needed the special education.

Both parents expressed positive feelings about Mrs. B, J's teacher and about the school program. They noted that the summer job was the best thing that ever happened to J in school and hoped that he could get a similar job next summer.

APPENDIX A - Transition Scales

Several transition scales have been developed and recently published. Wehman (1992) and Levinson (1993) provide several samples and provide sources. Two additional scales are listed here:

Enderle-Severson Transition Rating Scale (1991). Practical Press, PO Box 455, Moorehead MN 56561-0455, (218) 236-5244.

PASS - Performance Assessment for Self-Sufficiency (in press). American Institutes for Research, 1791 Arastradero Road, PO Box 1113, Palo Alto, CA 94301, (415) 493-3550.

Levinson (1993) provides a Living Skills Checklist, reproduced here with permission of the publisher.

Living Skills Checklist

Student:_____

Date:_____ Completed by:_____

A- Asset L - Limitation U - Unknown

	A	L	U
PERSONAL HYGIENE/GROOMING			
1. Washes hands			
2. Washes hair			
3. Washes body			
4. Uses deodorant			
5. Combs/brushes hair			
6. Brushes teeth			
7. Shaves using razor			
8. Cleans/clips fingernails			
9. (Female) Handles feminine hygiene			
10. Uses kleenex/handkerchief			
11. Wears clothes that fit and are in good repair			
HOUSEKEEPING			
1. Dry mops/sweeps floor			
2. Wet mops floor			
3. Cleans bathroom			
4. Washes dishes			
a) uses sink			
b) uses dishwasher			
5. Dries dishes			
6. Stores dishes/pans/utensils in proper place			
7. Cleans countertop			
8. Disposes of garbage in disposal or garbage container			
LAUNDRY/CLOTHING CARE			
1. Sorts clothes (light/white, dark/colored)			
2. Uses regular washer			
3. Uses regular dryer			
4. Folds/hangs clothes			
5. Mends cloths (buttons, hems, seams)			

TIME

1. Distinguishes units of time
    a) day/night
    b) morning/evening/afternoon
2. Distinguishes a.m./p.m.
3. Distinguishes workdays/non-workdays
4. Tells time by hour and ½ hour
5. Sets/uses alarm clock
6. Arrives on time: mean, work, appointments
7. Identifies date: day, month, year
8. Identifies numbers of days of week
9. Uses calendar
10. Estimates amount of time to do task
    a) cleaning
    b) shopping
    c) cooking
    d) leisure activity
    e) shower/bath
    f) errands

NUMBERS

1. Recognizes numerals:
    a) 0 to 12
    b) above 12
2. Copies numerals:
    a) 0 to 12
    b) above 12
3. Counts objects:
    a) 0 to 12
    b) above 12
4. Uses calculator to add, subtract, multiply, divide
5. Uses measuring cups and spoons
6. Uses ruler and tape measure

WRITING

1. Writes/copies full name in manuscript or cursive
2. Writes/copies:
    a) address
    b) social security number
    c) telephone number
    d) date of birth
3. Writes/copies sentences/letter
4. Addresses envelope
5. Mails letter
6. Fills out job application

MONEY

1. Gives correct coin amounts for:
    a) five cents
    b) ten cents
    c) fifteen cents
    d) twenty-five cents
    e) fifty cents
2. Uses coins/coin combinations for:
    a) food purchase at lunch
    b) vending machine
    c) pay telephone
3. Identifies/gives correct bill(s) for:
    a) one dollar
    b) five dollars
    c) ten dollars
4. Uses concept of "more than"/"less than"
5. Estimates cost of purchase
6. Uses checkbook
7. Carries own money - performs cash transactions
    waits for change as necessary

READING

1. Reads own name
2. Reads important signs/functional words
3. Reads newspapers:
    a) locates want ad
    b) uses want ad to find job

PERSONAL/SOCIAL SKILLS

1. Carries identification (I.D.)
2. Responds when spoken to
3. Communicates basic needs: verbally, non-verbally
4. Communicates full name: verbally, using ID, written
5. Communicates address, phone number: verbally, using ID, written
6. Communicates school or place of work: verbally, using ID, written
7. Uses others' names when interacting
8. Uses "please," "thank you," etc.
9. Expresses anger in acceptable manner
10. Expresses fear in acceptable manner
11. Expresses affection in acceptable manner: same sex, opposite sex
12. Expresses dislike in acceptable manner
13. Apologizes
14. Initiates interactions with
    a) staff
    b) peers
    c) visitors
    d) sales persons/wait person
15. Converses with:
    a) staff
    b) peers
    c) visitors
16. Refrains from talking to strangers unless necessary
17. Uses telephone
18. Answers door in acceptable manner
19 Practices acceptable manners in/at:
    a) restaurant
    b) theater/spectator event
    c) party/dance
    d) church/religious center
    e) doctor
    f) dentist
20. Practices acceptable manners as:
    a) customer
    b) guest
    c) host
21. Demonstrates a complying attitude:
    a) follows directions from staff
    b) follows activity schedule
    c) performs duties
    d) works on training objectives

22. Demonstrate trustworthiness:
    a) conduct can be trusted in unsupervised situations
    b) tells the truth
    c) takes responsibility for personal actions and decisions
    d) asks permission to use others' property
23. Accepts/adjusts to situations that are contrary to own will or desire
24. Abides by group decisions
25. Accepts/adjusts to staff change
26. Accepts/adjusts to novel situations: visitors, schedule changes
27. Uses acceptable table manners
28. Engages in passive activity: TV, radio, stereo, movie
29. Engages in solitary games
30. Engages in games with others
31. Engages in hobby/craft activity
32. Engages in active socialization with friends, family, groups, parties, members of the opposite sex, social clubs

FOOD PREPARATION/COOKING

1. Identifies kitchen utensils/cookware:
   table knife, spoon, fork, etc.
2. Identifies dishes:
   plate, cup, cereal bowl, soup bowl, glass, cup, etc.
3. Identifies appliances, etc.
   stove, oven, refrigerator, etc.
4. Can use basic kitchen utensils (knife, etc.)
5. Can prepare simple meal: sandwiches, etc.
6. Can operate cooking equipment: stove, microwave, etc.
7. Can prepare simple food requiring cooking:
   coffee, tea, etc.
8. Can prepare/cook compete meal

MOBILITY

1: Walks
2. Rides bicycle
3. Ride public transportation
4. Can successful travel to:
    a) store
    b) Laundromat
    c) bus stop
    d) shopping mall
    e) church/religious center
    f) doctor/dentist office
    g) parents' home
    h) friends' home

5. Identifies/reads street signs
6. Identifies/reads house numbers
7. Identifies appropriate place to go if lost

HEALTH/SAFETY

1. Treats simple health problems:
    a) cuts/scrapes
    b) slivers/splinters
    c) upset stomach
    d) cold
2. Treats more serious medical problem independently or contacts others for assistance
3. Takes medication
4. Refills prescription
5. Uses telephone to call in sick
6. Recognizes importance of not using alcohol with medications
7. Has basic understanding of human sexuality
8. Follows fire safety procedures
9. Follows safety protocols (e.g., uses safety goggles, etc.)

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Appendix B - Test Publishers/Distributors

American Guidance Service
Publisher's Building
PO Box 99
Circle Pines, MN 55014-1796

Consulting Psychologists Press
3803 East Bayshore Road
Palo Alto, CA 94303

EDITS/Educational & Industrial Testing Service
PO Box 7234
San Diego, CA 92107

Jastak Associates - Wide Range, Inc.
PO Box 3410
Wilmington, DE 19840-0250

MetriTech, Inc
111 North Market Street
Champaign, IL 61820

National Computer Systems - NCS
PO Box 1416
Minneapolis, MN 55440

PESCO
21 Paulding St.
Pleasantville, NY 10570

Psychological Assessment Resources, Inc. - PAR
PO Box 998
Odessa, FL 33556

PRO-ED
8700 Shoal Creek Blvd.
Austin, TX 78757-6897

Research Psychologists Press
Goshen, NY 10924

Scholastic Testing Service, Inc.
480 Meyer Rd.
Bensenville, IL 60101

Science Research Associates, Inc. - SRA
113 N. Wacker Dr.
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Vocational Research Institute - VRI
1528 Walnut Street, Suite 1502
Philadelphia, PA 19102

Western Psychological Services
12031 Wilshire Blvd.
Los Angeles, CA 90025

Appendix C
Case Study Analysis Guide

Case:_____ Learner:_____

DIRECTIONS: Using Section 4 as a guide, complete this worksheet by listing the data sources and data information for the case. Write IEP goals on the sample IEP provided.

DOMAIN	DATA SOURCE	DATA
Intelligence/ Cognitive		
Academic		
Adaptive Behavior		
Personality		
Vocational		

APPENDIX C
Sample Individual Education Program

Student's Name:_____ School:_____ Age/DOB:_____ Date of IEP:_____
Address: _____ Phone:_____ Parents' Names: _____
Grade Level: _____ Anticipated Date of Graduation:_____ Initial IEP: _____ Review IEP: _____ Soc. Ser # :_____

MAJOR GOALS (Long Term):

Employment:_____
Living:_____
Educational:_____
Other:_____

CURRENT LEVELS OF PERFORMANCE (STRENGTHS, WEAKNESSES, TEST SCORES, BEHAVIORS)

Service Areas: Check areas appropriate (any checked item must have related goals)

□ Employment □ Education □ Medical □ Living Options □ Assessment _____
□ Recreation □ Transportation □ Financial □ Legal □ Vocational □ Personal/Family Relationships

ANNUAL GOALS (Please number)	TYPE OF SERVICE	INITIATION	COMPLETION	REVIEW DATE
INDIVIDUAL ADAPTATION & MODIFICATION	RELATED SERVICES: Transportation: □ Yes □ No			

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STUDENT'S NAME: _____ Page ____ of ____

Annual Goal	INSTRUCTIONAL OBJECTIVE (include evaluation criteria & procedures)	Responsible Party	Assessment Date	Date Objective Met	Comments

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STUDENT'S NAME _____ Page ____ of _____

Annual Goal	INSTRUCTIONAL OBJECTIVE (include evaluation criteria & procedures)	Responsible Party	Assessment Date	Date Objective Met	Comments

66 69

Appendix D
Case Study Analysis - Case of H

DOMAIN	DATA SOURCE	DATA
Intelligence	previous testing - WISC-R current testing - SB-IV current observations	history of borderline mental retardation Full Scale IQ = 71 history academic functioning below grade level history significant discrepancy between VIQ & PIQ current testing IQ = 63 (mild mentally retardation) less discrepancy between verbal and non-verbal uniform functioning below average observations: does not know birth date abstract reasoning limited low verbal expressive ability thought process circumstantial
Academic	previous testing - K-TEA history of special education current testing - WRAT-R	history of below average academic functioning (K-TEA) current testing at < 1st percentile better at math than language or reading
Adaptive Behavior	current testing - VABS classroom observations parent observations teacher observations	composite VABS at < 1st percentile Communications, Daily Living & Socialization < 1st percentile dependent style with adults cooperative & friendly with teachers and examiner reports being in good health no apparent drug/alcohol abuse attention/concentration adequate limited understanding of time and money
Personality	current testing - Mental Status Checklist VABS Clinical Interview behavioral observations parent observations teacher observations student self-appraisal	observed: general low level of independence limited social skills with peers dependence on adults tangential thinking self report: feeling under stress gets "shakes" retreats to closet others "hate" me maladaptive scores high on VABS
Vocational	clinical interview parent observations teacher observations student self-appraisal	student expressed interest in "police work" parent suggests interest in being "chambermaid" observed limited work skills teacher concern about student being "clumsy" attitude toward work inconsistent career maturity estimated to be low limited understanding of time and money

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Appendix E
Case Study Analysis - Case of J

DOMAIN	DATA SOURCE	DATA
Intelligence	previous testing - WISC-R current testing - WISC-III current observations	history of borderline mental retardation Full Scale IQ = 75 history academic functioning below grade level current testing IQ = 66 (mild mentally retardation) uniform functioning below average observations: low verbal expressive ability good mechanical/non-verbal problem solving impulsive style functions higher than testing indicates
Academic	previous testing - WRAT-R history of special education current testing - WIAT	history below average functioning currently functioning below average
Adaptive Behavior	classroom observations parent observations teacher observations	history of ADHD - impulsive in group settings - less impulsive in one-on-one settings good proficiency with mechanical tasks less proficiency with verbal tasks positive work history (paid work experience) no apparent drug/alcohol abuse good money handling skills
Personality	current testing - Mental Status Checklist Clinical Interview HSPQ behavioral observations parent observations teacher observations student self-appraisal	no history of depression or anxiety disorder no indications of thought disorder some positive social skills, tendency to be "immature" tendency to be impulsive, tough-minded, impatient tendency to be a follower rather than a leader
Vocational	current testing - HSPQ clinical interview parent observations teacher observations student self-appraisal	interest in work involving machines & mechanized devices may have considerable difficulty in occupations requiring high skill may tend to have more accidents than average may be bored by repetitive tasks apparent good mechanical aptitude career maturity age appropriate previous positive paid work experience

Assessment and Transition Planning
Pre Test

Learner:_____

DIRECTIONS: Please answer the following questions by circling the response of your choice

1. Which of the following has little value in vocational assessment:
    a. intelligence test data
    b. academic achievement test data
    c. interest data
    d. aptitude data
    e. none of the above

2. Two prominent vocational/career development theorists are:
    a. Holland & Prizant
    b. Prizant & Super
    c. Holland & Super
    d. Davis & Prizant
    e. none of the above

3. Two important area to be measured in vocational assessment are:
    a. vocational interests and career maturity
    b. career maturity and job supervision
    c. parent interest and student interest
    d. job performance & job supervision
    e. none of the above

4. Transition planning is best accomplished
    a. as close as possible to the student's 18th birthday
    b. as close as possible to the student's 21st birthday
    c. during the student's last year of high school
    d. two years before student is expected to leave school
    e. preferably four years before the student is expected to leave school
5. Transition planning is best accomplished:
    a. using test and observational data collected by a transdisciplinary team.
    b. using vocational assessment data collected by a certified special education teacher
    c. using behavioral assessment data collected by a school psychologist
    d. without the input of the student or his/her family

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This volume, which contains abstracts on more than 80 projects, curricula, teaching methods and transition models, is a useful reference guide for professionals and parents interested in the development of transition programs.

McCarthy, P., Everson, J.M., Moon, S. & Barcus, J.M. (Eds.). (1985). School-to-work transition for youth with severe disabilities. Richmond: Virginia Commonwealth University, Project Transition Into Employment.

This compendium of articles by various authors describes step-by-step procedures for the development and implementation of transitional programs for severely handicapped students.

Wehman, P., Moon, M.S., Everson, J.M., Wood, W., & Barcus, J.M. (1988). Transition from school to work: New challenges for youth with severe disabilities. Baltimore, MD: Paul H. Brooks Publishing Co.

This text provides a comprehensive overview of transition services, including a discussion of the initial planning process and development of interagency agreements, professional and parent roles in the transition process, and individualized transitional planning.

Technical Assistance for Special Populations Program (TASPP)
The National Center for Research in Vocational Education
Department of Vocational and Technical Education
The University of Illinois-345 Education Building
1310 South Sixth St.
Champaign, IL 61820
Dr. Carolyn Maddy-Bernstein, Director
217-333-0807

TASPP is a resource center specifically designed to assist in the transition of special needs learners to workplaces and continuing education programs, and can provide professionals with information on model programs, project materials, etc.

ADDITIONAL RESOURCES

Magazines, Newsletters

Communitas Communicator. A newsletter published by Communitas, an "international network of people dedicated to enriching communities, neighborhoods, local associations, schools, and work places through full integration and participation with people who have disabilities." Available from Communitas, Inc., Box 374, Manchester, CT 06040. Telephone: (203) 645-6976.

Interchange. Available from the Transition Research Institute, College of Education, University of Illinois at Urbana-Champaign, 61 Childrens Research Center, 51 Gerty Drive, Champaign, IL 61820. Telephone: (217) 333-2325.

What's Working in Interagency Planning for Transition. A newsletter published quarterly by the Institute on Community Integration, University of Minnesota, 109 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455. (612) 624-4512.

Publishers

Listed below are several publishers that offer a wide variety of books, assessment packages, and curricula that parents and school personnel can use to address the transition domains discussed in this document. Contact the publisher and request a copy of their latest catalogue. The products available will be described in some detail, allowing you to select the ones most relevant and affordable to your needs.

Edmark, P.O. Box 3218, Redmond, WA 98073-3218. Telephone: 1-800-426-0856.

James Stanfield Publishing Company, P.O. Box 41057, Santa Barbara, CA 93140. Telephone: 1-800-421-6534.

Paul H. Brookes Publishing Company, P.O. Box 10624, Baltimore, MD 21285. Telephone: 1-800-638-3775.

ORGANIZATIONS

Transition and Vocational Education Information Resources and Clearinghouses

Association on Handicapped Student Service Programs in Postsecondary Education (AHSSPPE) - P.O. Box 21192, Columbus, OH 43221. Telephone: (614) 488-4972 (Voice/TDD).

Clearinghouse on Disability Information - Office of Special Education and Rehabilitative Services (OSERS), Room 3132, Switzer Building, 330 C Street S.W., Washington, DC 20202-2524. Telephone: (202) 732-1723.

ERIC Clearinghouse on Adult, Career, and Vocational Education - Ohio State University, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090. Telephone: (614) 292-4353; 1-800-848-4815.

HEATH Resource Center (National Clearinghouse on Postsecondary Education for Individuals with Disabilities) - One Dupont Circle, Suite 800, Washington, DC 20036-1193. Telephone: 1-800-544-3284 (Voice/TDD); (202) 939-9320 (in DC metropolitan area).

Materials Development Center (MDC) - Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751. Telephone: (715) 232-1342.

National Center for Research in Vocational Education (NCRVE) - University of California at Berkeley, 2150 Shattuck Avenue, Berkeley, CA 94704-1306. Telephone: (415) 642-4004.

National Center for Youth with Disabilities (NYCD) - University of Minnesota, Box 721, UMHC, Minneapolis, MN 55455. Telephone: 1-800-333-6293 (Voice); (612) 626-2825; (612) 624-3939 (TDD).

National Rehabilitation Information Center (NARIC) - 8455 Colesville Road, Suite 935, Silver Spring, MD 20910. Telephone: 1-800-346-2742 (Voice/TDD); (301) 588-9284 (Voice/TDD in MD).

Other National Information Resources

Division of Career Development (DCD) - Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091-1589. Telephone: (703) 620-3660.

Helen Keller National Center - Technical Assistance Center (TAC) - 111 Middle Neck Road, Sands Point, NY 11050-1299. Telephone: (516) 944-8900.

Institute on Community Integration - Transition Component, 6 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455. Telephone: (612) 625-3863.

Interagency Office of Transition Services - Minnesota Department of Education, 550 Cedar Street, St. Paul, MN 55101. Telephone: (612) 624-4848.

Job Accommodation Network (JAN) - P.O. Box 6123, Morgantown, WV 26506-6123. Telephone: Outside of WV, call 1-800-526-7234; in WV, call 1-800-526-4698.

Mainstream, Inc. - #3 Bethesda Metro Center, Suite 830, Bethesda, MD 20814. Telephone: (301) 654-2400 (Voice/TDD).

National Alliance of Business (NAB) - 1201 New York Avenue NW, Washington, DC 20005. Telephone: (202) 289-2888.

National Association of Private Residential Resources (NAPRR) - 4200 Evergreen Lane, Suite 315, Annandale, VA 22003. Telephone: (703) 642-6614.

National Council of Independent Living Programs (NCILP) - Troy Atrium, Broadway & 4th Street, Troy, NY 12180. Telephone: (518) 274-7944.

National Rural Development Institutes Resource Center - ACRES Librarian, National Rural Development Institute, University of Utah, Department of Special Education, Milton Bennion Hall, Room 221, Salt Lake City, UT 84112. Telephone: (801) 585-5659.

Parents Advocating Vocational Education (PAVE) - 6316 S. 12th Street, Tacoma, WA 98465. Telephone: (206) 565-2266; 1-800-572-7368 (in WA).

Presidents Committee on Employment of Persons with Disabilities (PCEPD) - 1111 20th Street N.W., Washington, DC 20036-3470. Telephone: (202) 653-5044.

Transition Research Institute at Illinois - College of Education, University of Illinois at Urbana-Champaign, 61 Childrens Research Center, 51 Gerty Drive, Champaign, IL 61820. Telephone: (217) 333-2325.

Virginia Commonwealth University Rehabilitation Research and Training Center on Supported Employment (RRTC) - RRTC, Virginia Commonwealth University, 1314 W. Main Street, Richmond, VA 23284-2011.

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